

Stages of IWB Skill Development	Beauchamp	epotential ICT Capabilities Continuum
<ul style="list-style-type: none"> <li>• Predominant use of text and drawing on the IWB and teacher learning to write and draw on the IWB</li> <li>• Board used mainly by teacher only</li> <li>• Predominant use of native IWB software with perhaps one additional word processing program</li> <li>• Predominant use of stored (teacher derived) teaching resources</li> <li>• Students learn to write, highlight and drag content (e.g. words on the board in cloze procedure)</li> <li>• A limited use of external material , e.g. from internet or school network</li> <li>• Use of imported existing graphics, such as clip art or pictures used in <i>PowerPoint</i> or to decorate other work</li> <li>• Use of ICT vocabulary by teacher and students when using the IWB</li> <li>• Used most commonly in teaching of core subjects: English, Maths and Science.</li> </ul>	<p><b>Black/whiteboard Substitute/ Apprentice User</b></p>	<p><b>Foundation –</b> IWB skills at early phases of development. Most use replicates that of traditional white/black boards with low interactivity and teacher centric use.</p>

In his paper *Teacher Use of the Interactive Whiteboard in Primary Schools: towards an effective transition framework*, Gary Beauchamp from the University of Wales has developed a set of categories to help explain what's happening in the classroom when teachers use Interactive Whiteboards. The full report is available through: <http://www.informaworld.com/smpp/content~content=a751266932~db=all~order=page>

<ul style="list-style-type: none"> <li>• Ability to maximise and minimise files to allow multiple programs to be open and switched between</li> <li>• Students select tools and input to the IWB</li> <li>• Use of a wider range of software, especially at the beginning of lessons</li> <li>• Teacher initiates and plans opportunities for students to select tools and input to the IWB</li> <li>• Use of stored sequences of pages e.g. flip charts in native software program</li> <li>• A wider range of effects, including sound files, in <i>PowerPoint</i></li> <li>• Use of the IWB in a growing range of subject areas, including Art, Music, History, Geography, etc.</li> </ul>	<p><b>Initiate User</b></p>	<p><b>Emergent –</b> An emergent use of IWB practices and resources which support students', understandings, ideas and interpretations through switching between programs in a growing number of curriculum areas.</p>
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<ul style="list-style-type: none"> <li>• Teachers import scanned images from a range of sources for whole-class use. Sources of images might include previous lessons, student's work, textbook pages and worksheets</li> <li>• Students frequently and confidently use the IWB as part of lesson. Student use is often spontaneous and unplanned, e.g. 'Come and show me what you mean'</li> <li>• Use of video clips and sound files, including material developed by teachers</li> <li>• Incorporation of other input devices, e.g. the IWB Slate</li> <li>• Use of hyperlinks and hypertext within and between programs and external resources , e.g. websites</li> <li>• Use of revised and improved versions of previous lessons, with emphasis now on pupil learning rather than technical facility</li> </ul>	<p><b>Advanced User</b></p>	<p><b>Innovative –</b> Use of IWBs is innovative and spontaneous. Teacher makes use of multiple external devices (e.g. slates, PODs) and switches between multiple programs with frequent input from students in all curriculum areas.</p>
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<ul style="list-style-type: none"> <li>• High level of competence by students <i>and</i> teacher</li> <li>• Teachers demonstrate an intuitive interaction with technology which facilitates a fluid lesson structure</li> <li>• Both teacher and students are able to construct meaning and dictate the direction, momentum and scale of the next step in the lesson.</li> </ul>	<b>Synergistic User</b>	<b>Transformative –</b> Use of IWBs transforms learning and teaching with high levels of competence from teacher and students alike. IWB use enables personalised learning and flexible learning spaces where the creation of learning sequences in collaborative and student driven.
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